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ABSTRACT

The guidelines on leadership development for urban 4-H Clubs contain two brief introductory sections: the first, rationale, presents definitions of the roles of volunteers, professionals, and paraprofessionals in 4-H Clubs; the second, purpose and objectives, explains the principles behind the curriculum. The section on curriculum format is divided into four sections: section one includes a description of the leadership roles of volunteers, paraprofessionals, and professionals with a model showing the relationship of the roles in the 4-H program; section two lists statements of the knowledge and skill needed to perform each function, along with statements about appropriate attitudes and some available resources and materials; section three describes learning experiences which may be appropriate for the teaching/learning process and includes a sample lesson plan for staff development; section four describes a plan for reporting evaluative data relative to the curriculum. (Author/JR)

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Leadership Development

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Guidelines
Prepared by
the National
4-H Urban Development
Committee



NATIONAL 4-H URBAN COMMITTEE

CURRICULUM ON
LEADERSHIP DEVELOPMENT

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NATIONAL 4-H URBAN COMMITTEE

CURRICULUM ON

LEADERSHIP DEVELOPMENT

LEADERSHIP is the art of influencing others in the making of decisions. It requires the performance of functions which help a group to achieve its directions. LEADERSHIP is developed learned behavior and requires the ability to find, develop and encourage the talent of others.

A. RATIONALE

Since the inception of the Cooperative Extension Service, educational programs in 4-H work have reached millions of American citizens. Leadership for these programs comes from various individuals, including the VOLUNTEER, defined as:

A member of the staff who gives his or her time and expertise without receiving or expecting pay. However, he or she may receive reimbursement for out-of-pocket expenses or may be on release time from some other agency, organization or business. He or she acts with obedience to the unenforceable, for they may serve or not serve based on the non-momentary satisfaction they receive.

The volunteer greatly enhances the 4-H Youth Program by reaching and teaching more youth, thus relieving the professional youth person to complete responsibilities of program planning, coordination, management and decision making.

Volunteers are more effective where their level of experience can contribute the most to the program and at the same time be challenged with their leadership role. The volunteer may serve in an administrative capacity responsible for organization and coordination of club and/or county activities. The volunteer's role may be one of a project leader, having special responsibility to plan and give instruction in a particular project or project area. A third type of volunteer can be categorized as a resource leader, one who may not directly lead the 4-H member, but one who is an influential individual who is able to legitimize special programs, provide expertise in group activities and special problems.

Further, 4-H Program leadership is enhanced by the PARAPROFESSIONAL, defined as :

An individual with specialized skills (example--subject matter, organization skills, etc.) who serves on a contractual or salary basis. They may be full or part time and serve as a link between the volunteers and professionals. They serve within a geographical area and ideally they are indigenous to those being served.

Finally, 4-H Program leadership involves the PROFESSIONAL, who: is a generalist, with a college degree, is on salary and is employed in full time equivalent position and has responsibilities of program leadership, coordination, management and decision making.

Basically, the professional delineates Extension's role to the volunteer, providing the leader with program content, subject matter, and tools to complete the leadership responsibility.

The leadership efforts of the volunteer, paraprofessional and professional have had a far reaching effect in rural America 4-H programs. Today 4-H programs are being implemented and are thriving in urban and suburban areas of the country.

B. PURPOSE AND OBJECTIVES

Reaching different audiences in the 4-H Program may require different techniques, but basically the principles are the same. (Example, "how to involve urban people," or "how to develop a common understanding in working with all people." Therefore:

The purpose of the curriculum is to illustrate a conceptual framework for leadership development in conducting a voluntary urban 4-H programs which should -

- Assist 4-H staff to better understand the basic functions undergirding the development and implementation of a voluntary 4-H program.
- Assist the 4-H staff in identifying the various leadership roles used in carrying out the 4-H program, i.e., volunteer leader, paraprofessional leader and the professional leader.
- Assist 4-H personnel in understanding the leadership development process of identification of needs, recruitment of resources, training of staff, evaluation of the program, and recognition of staff.

Based on the rationale and related to the general purpose of the curriculum, the following objective is stated:

Given an opportunity to participate in the study and application of this curriculum, the 4-H professional person working in urban areas will be able:

1. to define the professional staff person's role in working with the volunteer and the paraprofessional;
2. to define fifteen necessary functions for carrying on a voluntary 4-H program;
3. to describe several tasks for each function;
4. to state the knowledge, skills and attitudes needed by the professional to perform each leadership function;
5. to design appropriate learning experiences;
6. to list possible resources for program implementation;
7. to design an evaluative report.

C. CURRICULUM FORMAT

There are four sections to the curriculum. Each section may be used as a separate teaching/learning unit or a learning experience may be designed using all of the units in one session.

Section I includes a description of the various leadership roles, i.e., volunteer, paraprofessional, and professional, with a model to show the relationship of the roles in the 4-H program.

A listing of the functions for each role is presented also.

In Section II, a statement of the knowledge and skill needed to perform each function is listed, along with a statement about an appropriate attitude. Some available resources and materials are included for each function. An expanded list of resources is available in the curriculum guide on Methods and Materials in Urban 4-H.

Section III includes a description of learning experiences which may be appropriate for the teaching/learning process. A sample lesson plan is included.

Section IV includes a description of a plan for reporting evaluative data relative to the curriculum.

Note: A curriculum is a suggested guide for developing a program for a specific purpose. Keep in mind that this guide provides only small inputs into your total program planning process and is designed to be adapted for your specific county situation and not adopted as your county plan of work in the area of urban 4-H and youth development.

SECTION I - The Leadership Roles and Functions Needed to Carry

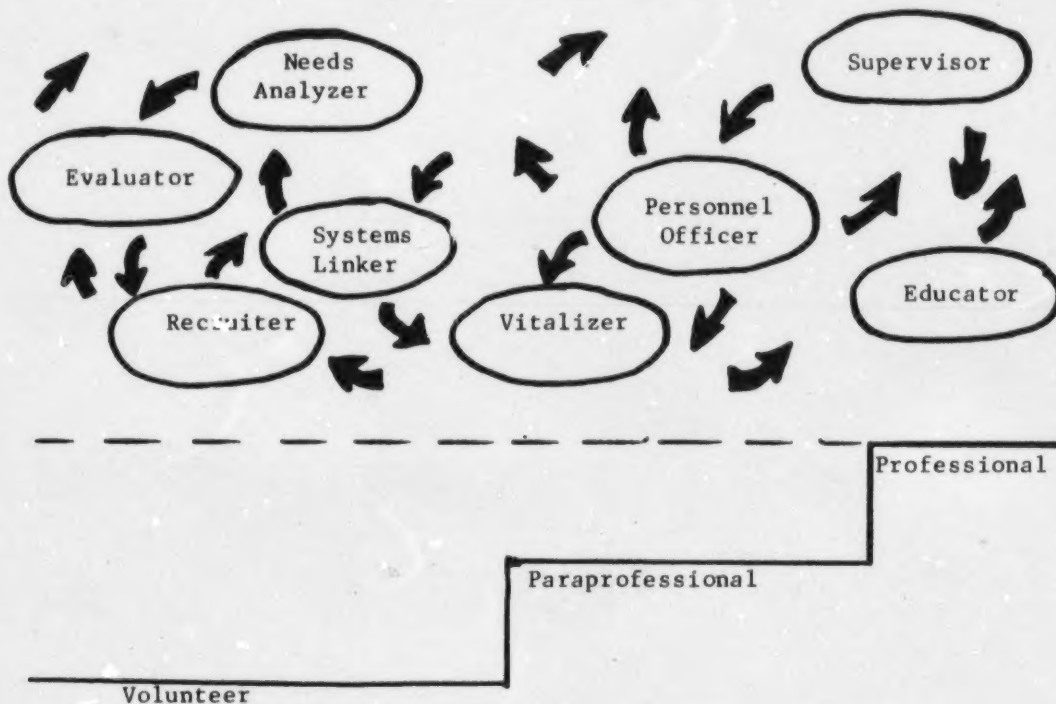
Out a Voluntary 4-H Program

In a voluntary 4-H program, the leadership role may be divided into three main categories: The Volunteer leader, the Paraprofessional leader, and the Professional Leader. Although these roles were defined in the rationale, they are repeated here with the following idea about leadership.

"Based upon a person's experiences, either from formal education or life experiences, any person should be permitted to perform those functions which they have time to do and for which they are qualified. We should not put lids on people and limit their motivation, creativity or contribution to the youth program. We should encourage people to develop, regardless of whether they be volunteer, paraprofessional, or professional.

This idea is best illustrated in the "Topless Role Model." The model is descriptive of a situation in which persons in three leadership roles recognize the fact that they each have the same functions. These functions differ only to the degree of time spent in a function, the audiences served, and the content and method used.

TOPIESS ROLE MODEL



The broad role descriptions include such terms as teen leader, resource leader, subject matter leader, activity/event leader, organizational leader, maintenance leader, community worker, program aide and agency volunteer leaders and other similar terms. Within each of these roles, there are certain functions which need to be performed if an efficient and effective voluntary 4-H program is to be maintained. These functions are listed here in alphabetical order. The degree to which a leader at the county level will perform these functions will depend on the county situation.

Advocator, Youth Needs

Analyzer, Needs

Educator

Evaluator

Financier

Linker, Systems

Manager

Personnel Manager

Programmer

Public Relationist

Recognition-ator

Recruiter

Referer

Supervisor

Vitalizer

In Section I, a description of the three roles and the various functions needed to be performed by those in the roles have been stated. An example of how this information may be used in a specific county situation is shown here.

"CASE STUDY"

Highlight County, California, has 200,000 population. It is 65 miles long and 35 miles wide. The northwestern portion is a remote wooded area, having an Indian Reservation, the center and especially lower one-fourth is the most densely populated, with the remainder being primarily the rural sector of the county.

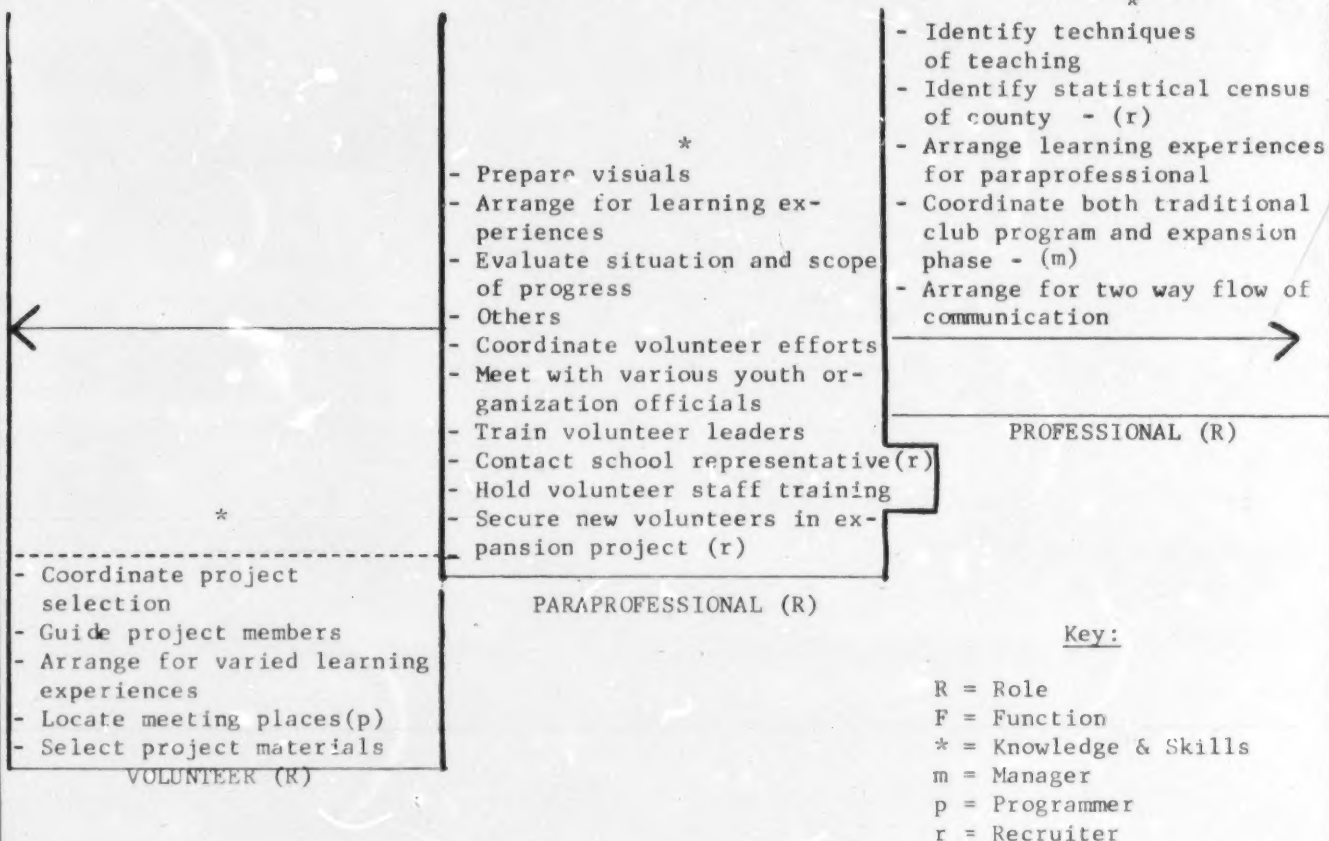
Youth organizations, including YMCA, Scouts, Bluebirds, Future Farmers of America, and 4-H are scattered throughout the county. The 4-H program has 3,000 members, 1,000 volunteer leaders enrolled in 60 local "traditional" clubs. 4-H School Enrichment programs are now being held in three local schools having 125 boys and girls; under the supervision of three Junior Leaders. Recently, an Extension program aide has been hired to enlarge this program in low income areas, two special education schools as well as two housing developments.

There are two professional staff members and one aide who is hired 90 days per year.

TOPLESS LEADERSHIP MODEL "CASE STUDY"

EDUCATOR, RECRUITER,
PROGRAMMER, MANAGER (F's)

Attitude: People can learn



In some county situations, the volunteer may perform some of the tasks done by paraprofessionals and the opposite is true also. That is why it is important to understand the county situation and then determine what part of each function will the volunteer leader, paraprofessional leader, and the professional leader perform in order to carry out the 4-H and youth development program.

SECTION II - Performance Tasks by Function

In this section of the functions is a statement which is descriptive of it as it relates to the curriculum. The definition is the basis for the statements on attitudes, knowledges, and skills.

To perform each function, a volunteer, paraprofessional or professional leader should have the stated feeling or belief (attitude) about the function. This team should have, as a minimum, the stated knowledges and skills. Some of the resources that are available and related to the learning of specific skills and knowledges for that function are also listed. Check the State 4-H Office and with your area and state specialists for local resources. Resources shown in the following pages and marked with an asterisk (*) may be obtained through the State 4-H Office. Local offices of national organizations will have resources also.

Finally, the professional staff person has a function as a learner; the tasks associated with this function are designed to be a part of each of the following experiences.

ADVOCATOR

FUNCTION: Advocator - A person who knows what youth are saying and feeling and reflects their needs to policy-making groups.

ATTITUDE: Youth should be involved as decision programmers.

KNOWLEDGE:

Professional:

Needs of youth
Group dynamics
Developmental tasks
Cultural appreciation
Involvement of youth in determining needs
Meaning and development of values

Paraprofessional:

Same as professional

Volunteer:

Same as professional

SKILLS:

Professional:

Youth involvement on committees
Listening to youth
Communicating
Observational skills
Group dynamics
Behavior interpretation

Paraprofessional:

Listening to Youth
Communicating

Volunteer:

Arrange for visitations
Listening to youth
Communicating
Behavior interpretation
Select club representatives for 4-H council

RESOURCES: Slides & Tapes - Passport to Leadership - Wisconsin *
Developmental Tasks - Indiana *
Me, You and Others - Ohio *

EVALUATOR

FUNCTION: Evaluator - A person who collects, analyzes and interprets for the purpose of determining the worth of a given program.

ATTITUDE: People want to know how they are doing.

KNOWLEDGE:

Professional:

Determination of behavioral change
Evaluation

RESOURCES: ES-237 - USDA

Census data - Government
14 Printing office
Local library

SKILLS:

Professional:

Use of evaluation tools
Listening
Observing
Appraising
Complete necessary report forms
Writing measurable objectives
Questioning - How leaders are doing?
Are goals accomplished?
Are results achieved?

Volunteer: Complete necessary report forms; enrollment blank; secretary book; club progress and effectiveness

FINANCIER

FUNCTION: Financier - A person who generates funds.

ATTITUDE: Resources are available.

KNOWLEDGE:

Professional:

Availability of funding sources
Salesmanship

Paraprofessional:

Officers' training

Volunteer:

Fund raising ideas, i.e., sales of
baked goods, candy, light bulbs;
Club treasurer duties

SKILLS:

Professional:

Proposal writing
Budget preparation
University funding channels
Promotion
Fund raising

Volunteer and Paraprofessional:

Participation in county fund raising
events
Helping to secure donors

RESOURCES: The Directories of Foundations
Federal Domestic Directory Government Printing Office
Bennett, Claude F. & Joel R. Soobitsky, Obtaining Local Resources
for County Extension Programs - FES - USDA

MANAGER

FUNCTION: Manager - A person responsible for program planning, coordination,
and decision making.

ATTITUDE: Documentation is important.

KNOWLEDGE:

Professional:

Time management
Resource identification
Management by objectives
Office management
Reason, type, maintenance & use
of committees: Councils, program,
task
Conflict management
Decision making process

Paraprofessional:

Time management
Use of committees
Decision making process

Volunteer:

Time management
Decision making process

SKILLS:

Professional:

Complete
Program maintenance
Establishing priorities
Knowing resources
Literature distribution system

Volunteer:

Coordinate enrollment in projects
and activities
Secure needed literature

RESOURCES:

Modules: "Process Skills in Organization
Development"--Illinois (Conflict Management)*
Film: Program Planning in a Land of "P"-
Wisconsin*
Film: What Every Manager Needs to Know About
Long Range Planning--Bureau of National
Affairs, Rockville, MD.
Leadership Resources, Inc., 1025 Connecticut
Avenue, Washington, D.C.

PROGRAMMER

FUNCTION: Programmer - A person who designs educational experiences.

ATTITUDE: Flexibility, response to new ideas and client involvement is important.
Leadership development is a continuous process.

KNOWLEDGE:

Professional:

- Small & large group processes
- Behavioral sciences
- Past meeting minutes & by-laws
- Previous reports of group
- Group dynamics
- Power-prestige of group
- Communication equipment
- Available facilities
- Adult learning process
- Program process
- Staff training needs
- Teaching aids
- Group organization
- Community service needs
- Social action process

Paraprofessional:

- Group dynamics
- Communication equipment
- Available facilities
- Getting a club organized
- Program planning

Volunteer:

- Group dynamics
- Communications equipment
- Developing individual learning plan
- Getting a club organized
- Program planning
- Community service attitudes

SKILLS:

Professional:

- Scheduling arrangements for learning
- Formulating meeting agendas
- Room arrangement for effective learning
- Program implementation
- Group process
- ID subject matter resources
- Establishing 4-H advisory councils and committees

Paraprofessional:

- Idea exchange
- Formulating meeting agendas
- Using communication equipment
- Acquiring teaching aids
- Mechanics of club organization

Volunteer:

- Idea exchange
- Formulating meeting agendas
- Using communication equipment
- Acquiring teaching aids
- Mechanics of club organization
- Conducting community service activities
- Planning a yearly program with member committee
- Liaison or member of 4-H advisory council or committee
- Arranging for project group to contribute to general club meeting

RESOURCES:

- Staff directory *
- Visual catalogs *
- Reading lists
- Calendar of events - county to national *
- Program planning books
- Constitution & by-laws for council
- annual reports
- Training the Trainer, Veri & Haar, Missouri
- Adult Education Association "Leadership Pamphlets" Numbers 1-17
- 810 18th Street N.W. Washington D.C.
- Urban 4-H Bibliography, Irving H. Blatt, N. J.*
- Volunteer Staff Development, Phylliss Stout, N. Y.*

NEEDS ANALYZER

FUNCTION: Needs Analyzer - A person who identifies areas of program needs, tasks to be performed, and type of volunteers needed to meet these needs.

ATTITUDE: Belief that programming by needs assessment is important.
Openness is a key to information gathering.

KNOWLEDGE:

Professional:

Area to be served
Needs theory
Power structure
Data interpretation -
economic, social,
census, empirical

RESOURCES:

Cantor, Elizabeth & Margaret Pepper,
Guide for Staff Who Work with
Volunteers, D.C. Dept. of Human
Resources, Social Services Adminis-
tration, 112 C St., N.W.,
Washington, D.C.

SKILLS:

Professional:

ID Resource people
Set priorities
Conduct surveys
Interpret census & community data
ID jobs volunteers can do

Paraprofessional:

Set priorities

Volunteers:

ID volunteers
Set priorities

PERSONNEL MANAGER

FUNCTION: Personnel Manager - A person who is aware of jobs and staff uniquenesses leading toward job satisfaction.

ATTITUDE: Rights of personnel need to be protected.
People are unique.

KNOWLEDGE:

Professional:

Laws & regulations
Personality concepts
Interpersonal relations
Organizational relationship
What's my job?
Staffing
Volunteerism - today's
significant issues, priority
needs
Levels of volunteer staff
Fringe benefit programs
Working with other adults

Paraprofessional:

What's my job?
ID of self
Organizational relationship

Volunteer:

What's my job?
Organizational relationship

RESOURCES:

American Management Assoc. materials
Royal Bank of Canada Newsletter
Film: Teamwork Without Tears - United
Methodist Church, Nashville, Tenn.

SKILLS:

Professional:

Interpret written word
Appropriate inferences from observed
behavior
Inventory of existing leadership
Inventory of potential leadership
Job descriptions
consult leaders on problems or progress

Paraprofessional:

of clubs
Orienting new leadership
Job descriptions
Screening & selecting volunteer
Orienting volunteers
Placing volunteers

Volunteer:

Orienting new leadership
Job description
Encouraging junior leader work in project
area
Keeping the volunteer informed
Screening & selecting volunteers
Orienting volunteers
Placing volunteers

PUBLIC RELATIONIST

FUNCTION: Public Relationist - A person who projects images, accomplishments, purposes of the program.

ATTITUDE: Program visibility is important.

KNOWLEDGE:

Professional:
Media
Communications
Involving parents
Paraprofessional:
Communications
Volunteer:
Involving parents

RESOURCES:

Newsletter
Brochures
Visuals
S & H pamphlet, local office
Check with the communications dept.
Identifying the Community Power
Structure, NCRS Leadership Series
No. 2, Iowa*

SKILLS:

Professional:
Develop and maintain contact relationships with business, parents, public officers, civic and religious leaders in community
Communications
Documentation
Working with sponsors
Working with parents
Promote 4-H
Keeping influentials informed
Know leaders
Attend as many 4-H events as possible
Paraprofessional:
Preparing newsletters
Promote 4-H in the community
Know leaders
Attend as many 4-H events as possible
Volunteer:
Attend all club and/or project meetings
Promote 4-H in the community
Know parents of members
Help parents to know and participate in 4-H
Distribute yearly programs
Assist members with publicity

RECOGNITION-"ATOR"

FUNCTION: Recognition-"ator" - A person who plans for and maintains an atmosphere for the reinforcement of efforts.

ATTITUDE: People want an acknowledgment of appreciation.

KNOWLEDGE:

Professional:
Gratification theory
Motivation
Philosophy of awards & rewards
Thank you letters
Volunteer:
Available awards & rewards
Methods of recognition

RESOURCES:

"Volunteer Recognition," National Center for Volunteer Action. "What is Recognition," Red Cross, Washington, D.C.

SKILLS:

Professional:
Plan of sequential recognition
Keep listing of contributors
Let leaders know they are essential
Encourage expressions of appreciation
Arrange for leaders to have prominent parts in meetings, demonstrations
Give publicity where it is due
Proceed with caution
Volunteer:
Encourage participation for trips, pins, certificates
Organize type of local recognition event
Apply for membership pins and certificates

RECRUITER

FUNCTION: Recruiter - A person who finds the people who will be willing to give their time, talents and energies.

ATTITUDE: There is a right person for the right job in the helping relationship.

KNOWLEDGE:

Professional:

- Sociometrics
- Techniques of interviewing
- Task approach
- Human resource availability
- Inventory of existing leadership for program service, administrative
- Inventory of potential leadership
- 4-H & youth organization
- Calendar of events-Leadership task

Paraprofessional:

- Recruiting methods & duties
- Inventory of potential leadership
- 4-H & youth organization
- Calendar of events

Training & resources available -- leadership task

Volunteer:

- Recruiting methods & duties
- Inventory of existing leadership by nominating committee, membership committee, former chairmen of leaders
- 4-H & youth organization
- Calendar of events
- Training & resources available
- Leadership task

RESOURCES: Calendar of events; interviewing leaflet; membership committee booklets; recruiter job description; inventory interest & hobby check sheet; Recruiting Volunteer 4-H Leaders, CES, Tallman, Washington Volunteer Recruiting, National Center for Voluntary Action. Volunteers Today, Harriet Naylor

SKILLS:

Professional:

- Interview--asking questions & listening
- Interest ID
- Write job descriptions
- Inventory check sheets
- Opinion sheets
- Placement match

Paraprofessional:

- Answers to frequent questions
- Inventory check sheets
- Opinion sheets
- Interview--asking questions & listening
- Placement match
- Calling a meeting for organization and enrollment--Organize new clubs

Volunteer:

- Answers to frequent questions
- Inventory check sheets
- Opinion sheets
- Interview--asking questions & listening
- Enrollment procedures
- Calling a meeting for organization and enrollment
- Organizing new clubs

REFERER

FUNCTION: Referer - A person who knows community resources and matches them with expressed need.

ATTITUDE: One cannot be all things to all people.

KNOWLEDGE:

Professional:

- Agencies' purposes
- Key contact person
- CES, policies

Paraprofessional:

- Key contact person

Volunteer:

- Key contact person

SKILLS:

Professional:

- Communications
- Agency visitation
- Empathy
- Evaluating program services

Paraprofessional:

- Empathy

Volunteer:

- Agency visitation
- Empathy

RESOURCES: Yellow pages
CES policy handbook
Community Directory of Agency

SUPERVISOR

FUNCTION: Supervisor - A person who guides the behavior of others and provides support when needed.

ATTITUDE: Support should be available when needed.

KNOWLEDGE:

Professional:

Human relations; interpersonal relations
Organization - structure, policies, & procedures

Motivation

Counseling & guidance

Paraprofessional:

Supervision techniques

Volunteer:

Depend on others for guidance & assistance in times of need

SKILLS:

Professional:

Do group processing
Counseling--groups and individuals
Give new ideas to leaders and let them work
Provide new ideas & teaching tools for leaders

Talk about leader work (not your own work) when you are with them

Give challenging jobs to leaders

Put leaders "up front" as much as possible

Allow leaders to help plan the programs & activities & they will be more likely to want to put the plan into operation

Give contact appreciation to leaders' work

Paraprofessional:

Organization of events

RESOURCES:

Adult Education Association Leadership pamphlets - 810-18th St N.W. Washington D.C.
Supervisor's Kit - Executive Briefcase Series - Girl Scouts of America

SYSTEMS LINKER

FUNCTION: Systems Linker - A person who brings together educational support groups for programming or legitimization.

ATTITUDE: Linkages broaden program impact.

KNOWLEDGE:

Professional:

Functions & objectives of systems involved; when to intervene in the system

How to use people to bring systems together

Volunteer professional staff relation
Accountability - Documentation techniques

SKILLS:

Professional:

Communication
Interpreting data
Surveying techniques
Cataloguing community youth programs
Rapport building

RESOURCES:

Schindler-Rainman, Eva & Ronald Lippitt, 1971. The Volunteer Community, Creative Use of Human Resources. Center for Voluntary Action, Washington, D.C.

Powers, Ronald C., Identifying the Community Power Structure, CES, Ames, Iowa.
Power Quotient Bag, AAUW, Washington, D.C. or local chapter

VITALIZER

FUNCTION: Vitalizer - A person who provides psychological satisfaction.

ATTITUDE: Everything is not static. People have talent.

KNOWLEDGE:

Professional:

Creativity
Psychological satisfaction
Systemic linkage
Motivation
Reinforcement theory

SKILLS:

Professional:

Ability to use change process from resistance
Ability to relate to people
Interpersonal relationship
Intervention techniques

RESOURCES:

McClelland - Achievement Motivation

Smith, et al - Handbook of Adult Education, AEA 810-18th St. N.W. Washington, D.C.

EDUCATOR

FUNCTION: Educator - A person who guides the teaching/learning experiences of others.

ATTITUDE: People can learn. Opportunity to perform is always open.

KNOWLEDGE:

Professional:

Characteristics of learners
Elements of leadership
Developmental tasks
Philosophy & objective of Extension work
Problem solving & decision making process
Learning process
Educational technique
Analysis of need

Paraprofessional:

Program subject matter
Human relations
Philosophy & objective of Extension work

Volunteer:

Needs of youth
Program offering
Project subject matter, purposes, goals
Philosophy & objective of Extension work
Teaching techniques
Situation & scope of 4-H program
New leaders--skills and techniques for conducting 4-H
Handling of children
Project motivational techniques (events & activity & tours)

SKILLS:

Professional:

Techniques of teaching
Conducting leader training
Preparing visuals
Arranging learning experiences
Utilizing professional improvement opportunities

Paraprofessional:

Arranging learning experiences

Volunteer:

Project selection, development and completion
Guide club officers and standing committee
Locating & selecting project materials
Arranging learning experiences
Train members in giving demonstrations and other public presentations
Assist club president in holding business meeting
Give all members some club responsibility
Attend leader training meeting and county 4-H council meeting
Encourage 4-H'ers to participate in 4-H events

RESOURCES:

Vinyl discs of "Leadership," Illinois *
Correspondence courses. Newsletters.
Short course programs. Events handbook.
Slide - tape - "Foundation of Learning"-
Indiana * Materials on tours, visuals.

The functions previously described are a few of the many which may be descriptive of your community situation. The point to remember is that each of the functions described may be performed by individuals in each of the leadership roles, volunteer, paraprofessional, professional, at the same time but at different levels or at different times.

SECTION III - A Sample Training Program for Staff Development

Because programs for State, County and City situations differ greatly in their approach to staff development, it is recommended that Extension Youth Programs in the urban areas utilize three distinct methods in the implementation of educational programs.

First, the training for professionals and adults who work with youth will be accomplished through short courses, institutes and experimental educational workshops.

Second, the problem-solving (process-orientated) programs, will be utilized where relevant. Problem-solving educational programs enable a community to improve its capability in providing meaningful opportunities for people to participate in solving their own problems. Official and voluntary citizen structures, as well as indigenous youth-adult leadership, are helped to identify problems, needs in services, planned change, strategies, and implement corrective action. Citizens are assisted through a process of community organization and action to make a self-survey, develop their own recommendations, and discover their own education needs.

Third, the task/achievement-oriented projects will be a major technique for involvement of youth. Task/achievement-oriented projects share the same philosophical base, values, and goals inherent in other educational methods. Utilizing a task approach -- "learning by doing" -- experiential learning

exercises assist youth in achieving the developmental tasks appropriate to their age and maturation level.

One should use a program plan with which they are most familiar. Therefore, the following training program is an example of one which might be adapted for your situation.

STAFF DEVELOPMENT PROGRAM (Example)

Audience: Paid Professional Staff, i.e., County, Area or District agents, and State agents.

Duration of Training: The length of time for training depends on the entry behavior of the staff. A training program may be conducted during a one day period (overview) through a two week program, which would include opportunities for application.

Materials Needed: Overhead projector, carousel slide projector, screen, flip chart and newsprint, chalk board, flannel board, work tables and chairs for small groups of six or seven persons, felt tip pens, blank transparencies.

Teaching Objectives	Learning Experiences
1. To define the professional staff persons' role in working with the volunteers and the paraprofessionals	-Illustrated talk on the concept of the leadership with group interaction relative to local situations. -Small group discussion for consensus purposes on the definition of the professional staff persons role relative to volunteers and paraprofessional -Feedback on consensus -Introduction of topless model concept -Group use visuals of models to describe local situation
2. To define fifteen necessary functions for carrying on a voluntary 4-H program	-Small group to brainstorm on functions of leadership-volunteer, paraprofessional, professional. -Group feedback to discuss points where functions are similar -Illustrated talk on functions related to brainstorm situation -Group discussion for consensus purpose on fifteen functions

Teaching Objectives	Learning Experiences
3. Description of tasks	-Illustrated talk about meaning of task with examples of tasks related to the agents' current work. -Case study in small groups with feedback. -Group discussion & interaction on tasks for consensus purposes.
4. Knowledge, Skills & Attitudes needed	-Panel presentation on subject area related to Knowledges, Skills & Attitudes. Reactions to panel presentation, Buzz groups on topic
5. Design appropriate learning experiences with resources	-Illustrated talk on program planning. Group response to small group work sessions such as program design, state plan, county plan, city plan for one day, three day, one week sessions.
7. Evaluative report	-Illustrated talk on evaluation Small group discussion and work session in a simulation activity

SECTION IV - Planning the Evaluative Report

The Evaluation plan you select depends to a great extent on how you want to use the results. The following format may be used to report evaluation data.

I. Objectives of the Evaluation

- A. Who is to be served by the evaluation?
- B. What discussions about the program are to be made?

II. Content of the Evaluation

- A. What basic assumptions have been made about the program/philosophy?
- B. What is the purpose of the program?
- C. State the teaching-learning objective
- D. What learning experiences were conducted? Procedures? Media?
- E. What is the Entry characteristic of the learner?
- F. Describe the instructional setting
- G. What standards will be used to measure worth of the program?

III. Program Outcomes

- A. What opportunities or experiences were provided as a result of the program?
- B. What were program costs?
- C. What relationships or indications were observed

IV. Judgment of Worth

- A. Of what value are the outcomes?
- B. How relevant were the objectives to the needs?
- C. How useful is the evaluation information gathered?

Evaluating the leadership development program for professional staff is an important aspect of a 4-H voluntary program. Therefore, whatever evaluative process is used with this curriculum should be one with which the planner is very familiar. Invite your state staff development and training officer to assist you in this process.

Finally, the leadership development curriculum has been developed to provide professional staff persons with a guide for the effective utilization of the leader, volunteer, paraprofessional and professional, for the purpose of carrying out a 4-H voluntary program. Adopting the content of this curriculum to your county or state staff development program should provide you with an opportunity to expand your efforts to reach a variety of audiences.